APPLYING THE EXIT PROTOCOL

Student qualified as Limited English Proficient. According to federal law, the student must be enrolled in an English Learner Program and receiving EL services.

Trained staff administer the Spring WIDA: ACCESS for ELLs.

District EL team reviews data to update student placement and determine eligibility and the Alternative Language program EL services for the upcoming school year.

Exit Protocol	Pre-Kinder Students	Kindergarten Through Second Grade	Third Grade Through Twelfth Grade
A student must meet all	of the required protocol to be co	nsidered for exit from English learner	services.
WIDA: ACCESS for ELLs Domain Level Proficiency	Since pre-school students do not take the WIDA: ACCESS for ELLs, they should not be considered for exit.	Student receives a composite score of 5.0 and a minimum of 4.5 on all four domains (e.g. listening 5.0, speaking 5.0, reading 5.0, writing 4.5). No ROUNDING	Student receives a composite score of 5.0 and a minimum of 4.5 on all four domains (e.g. listening 4.5, speaking 4.5, reading 4.5, writing 4.5). NO ROUNDING
AND		It is highly recommended that students not be exited from English learner services until they demonstrate proficiency on the State Reading Assessment, M-STEP, in third grade or on a State-approved reading assessment.	
		(see Table 8)	(See Table 9)
Assessment	The LEA will review local writing assessments to letermine each student's proficiency in writing.	ELA Student scores at or above grade level on an alternative state- approved reading assessment.	ELA Student scores Proficient or Advanced Proficient on the State Assessment (M-STEP or ACT/SAT), or as defined by a state-approved reading assessment.

Student is exited from the English Learner Program and reclassified as Formerly Limited English Proficient. MSDS is updated with this information. Student is monitored for years following exit.

YES

Did the student meet the exit protocol requirements?

NO

Student remains eligible in the English Language program and continues to receive EL services. English learner services for the following year will be determined based on the results of the WIDA: ACCESS for ELLs and content area assessments.

DETERMINING ELIGIBILITY WITH ENTRANCE PROTOCOL

Home Language Survey

Parents complete the home language survey during the enrollment process.

Trained staff administers the W-APT to potentially eligible English learners, or acquires the results of the previous school year's WIDA: ACCESS for ELLS.

An additional Reading (and Writing) Assessment is administered or results are acquired.

District EL team reviews data to determine eligibility.

Entrance Protocol	Pre-Kinder Students	Kinder before December 1	Kinder after December 1	First Grade before December 1	First Grade after December 1 Through Twelfth Grade
A student quali	fies if he/she meets	one or more of the prof	tocol listed in the chart.		
W-APT Score	All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to eligible district based programs that support children ages 3 to 5 years old.	All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1st. These students must be tested on the WAPT which includes only the Listening and Speaking domains before December 1st.	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing	W-APT: Student scores below 5.0 on one or more domains. No ROUNDING Use the hand scoring guide or online calculator.
	(See Table 1)	(See Table 2a)	(See Table 2b)	(See Table 3)	(See Tables 4 and 5)
ELA Content Area Assessment	The LEA will review local writing assessments to determine each student's proficiency in writing.		ELA Student scores below grade level on a state- approved reading assessment.	ELA Student scores below grade level as defined by the State Assessment (M-STEP) or an alternative state- approved reading assessment.	ELA Student scores below grade level as defined by the State Assessment (M-STEP or ACT/SAT) or an alternative state- approved reading assessment.

NOTE: LEP determinations must be made within 30 days of the start of the school year or within 10 days after enrollment during the school year.

District places eligible student in the English learner program and, based on a review of the English proficiency and achievement data, determines the intensity of EL services provided to each student.

Is the student eligible for EL services (LEP)?

NO

Student is not enrolled in the English learner program and is monitored regularly through established district procedures used to monitor the achievement of all students. Students may be enrolled at a later date if they fail to progress and meet the entrance protocol requirements.

YES